

Talking School.

"What is the matter? Can't you make them mind?"

A teacher was recounting her weariness, her general tiredness of school and all pertaining thereto, to a neighbor, and that was the answer she received.

The teacher flushed under such an ejaculation and this is what I said to her afterwards.

"I have been through it all—the fatigue, the vexation of spirit, and the longing for sympathy, and from the abundance of my experience I want to say 'Don't'."

"In the first place, do you really feel any better for telling how tired you are, what a hard case Johnny Smith is, and how inadequate, in your opinion, is the compensation of teachers?"

"In the next place, do you realize that as a general thing you are boring your friends terribly? How much more interesting, think you, you would be both to them and to yourself, were you to introduce some bright topic of the day, say, or follow the lead when some one else does, instead of veering off upon dreary pedagogical details?"

"And finally, do you know that it militates greatly against your establishing a reputation as a successful teacher,—this enumerating the difficulties you encounter in disciplining your room, your 'dead tiredness,' and your general discontent with school matters?"

My young friend looked down in a hopeless sort of a way, but she was as certain she had my sympathy as that she had my advice.—*E. R. in Primary Education.*

Reasons for Protecting Forests.

When the rain falls on a surface covered by vegetation, the water, by slowly trickling down the stalks or stems of the leaves, branches, and trunks of the trees, finds a ready entrance into the ground by following their surfaces and discharging into the porous ground lying outside their roots.

A forest, that is a section of ground covered by trees, permits this action to take place quite readily.

A forest, therefore, tends to decrease the frequency of floods, because it decreases the amount of the rainfall that drains directly from the earth's surface.

A forest also tends to prevent the occurrence of too little water in a river, because it ensures the filling of the reservoirs of springs, which discharge their waters into the rivers in the intervals between the rainfalls.

The forests must therefore be preserved in order that the rivers may properly aid in draining the earth.

Forests promote healthfulness by their influence on atmosphere. Evaporation in open country is five times as great as in the woodlands.

Forests produce rainfalls. Six per cent more rain falls yearly in forests than in the open fields. Ten per cent of this rainfall is caught by the leaves and reaches the earth gradually.

The dense carpet of leaves in forests creates an absorbent, sponge-like surface. Leaf mold is usually several inches and sometimes several feet in depth. It lessens the freezing in the ground and absorbs and retains rains and melting snows that gradually sink into the soil. Snow melts more slowly protected by trees.

Decaying limbs and trunks of trees, and bulging roots near the surface check the water on the hill-sides till it can filter into the soil and gradually feed springs and rivers.

Roots of trees have a wonderful power to penetrate into hard sub-soil and by their mechanical action lift or break it up, forming deep passages for water. This water penetrates through hard pan into more porous strata or subterranean reservoirs and thus insures the regularity and permanence of springs. When the forest is destroyed the mechanical action of live roots is destroyed and these orifices become obstructed. Burned-over lands consume the leafy mold and the melting snows and rainfalls rush down and wash away soil.

Land may be reclaimed by planting trees. Ten thousand acres on Cape Cod have been planted and where once it was only sand, now it is soil.

All woods consists mainly of carbon drawn from the air. Under the action of sunlight trees substitute oxygen for carbonic acid.

Forestry is considered a science in Europe. It received national recognition there about a century and a half ago. The first schools of forestry were established in Germany in 1717. A chair of forestry was established in Germany in 1825 in a university, and has since become a part of several other universities. There are nineteen schools of forestry in Europe. *J. Sterling Morton.*

What in the world is to be done with those otherwise good people who persist, in conversation, in using "I" and "he" in the objective? Most of these people know better, though some of them are college graduates; but they go on saying, "Will you go with Dick and I to the symphony?" and even, "It was between he and I," though they would never, of course, say, "Will you go with I?" The number of people who use this solecism is apparently increasing. Public school teachers use it, and the sound of it is not altogether unfamiliar in what is called good good society, though "me and him did it" is not a whit more ungrammatical than "between you and I." Evidently some people use the phrase without knowing that they do it; but why should they? Still other people, who have been taught that "me and him went" is not correct, ignorantly suppose that "between you and me" is also ungrammatical. In this case, of course, the mistake is due to pure ignorance, and no one can complain of it, because ignorance is generally a misfortune rather than a fault. But when people who have been to school use the nominative case in the objective, and say "between you and I," or "I will let you and he know," one feels like projecting some convenient article of furniture at them. Perhaps some form of violence will have to be resorted to break up the practice.—*Boston Transcript.*